

THE PUERTO RICAN CONVENTION OF NEW JERSEY INCORPORATED

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MEMO TO: Puerto Rican Teachers Association of New Jersey
Task Force Boards (Education & Drug Abuse)

FROM: John W. Gotsch
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RE: Progress of Research

1) The Drug Abuse Research is moving right along and is projected to be completed by early in September.

Enclosed is a preliminary evaluation of Liberty Village (N.J. Regional Drug Abuse Agency).

2) The Education Research will proceed on three levels:
a. Superintendents of 21 districts; b. Pupil/Student interviews commencing in September; c. Family interviews to be completed by October.

Enclosed is a preliminary interview schedule for superintendents which we are requesting your evaluation, additions, deletions, corrections, input, etc.

INTERVIEW SCHEDULE FOR SUPERINTENDENTS

- 1) How do you assess the educational development of Puerto Rican students in your district?
Why do you say that?
- 2) How do you assess the weaknesses and/or strengths of your district in meeting the educational needs of Puerto Rican students?
Why do you say that?
- 3) Specifically, how do you imagine Puerto Rican parents view your district in meeting the educational needs of their youngsters?
Why do you say that?
- 4) How do you view the concept of accountability in education?
Why do you say that?
- 5) Do you view the burden of responsibility for success or failure of the learning process to be on educators? If that is true, what specifically is your district doing to encourage greater parental involvement?
- 6) Do you feel that it is appropriate for schools to enhance the process of assimilation, or do you feel that school programming and curricula should reflect cultural pluralism?
Why do you say that?
- 7) Since there is so much disagreement as to what precisely is meant by bi-lingual education, would you please explain what bi-lingual education means to you? Do you support bi-lingual education?
- 8) Do you view bi-lingual education as a right or a privilege?
Why do you say that?
- 9) Is bi-lingual education equal or compensatory education?
Why do you say that?
- 10) Should bi-lingual programs be opened up to all income groups, as opposed to its present priority on low-income families?
Why do you say that?
- 11) Does your district have a policy about encouraging or discouraging Puerto Rican students speaking Spanish amongst themselves?
If so, why was this made policy?
- 12) What tests do you use to measure the learning development of Spanish-speaking students?
- 13) Do you feel that tests designed to measure English comprehension and middle class cultural values are an appropriate index for Puerto Rican youngsters, many of whom come from under privileged families?
If that is so, then why do you continue doing so?

14) What is the appropriate role of parents in the learning process?

What are you doing to insure that parents are so involved?

How about in curriculum development and policy, decision making?

Why do you say that?

15) If your district employs a tracking system to cope with the special language skill needs of Spanish-speaking children, please tell us how it safeguards against operating as a permanent track or educational deadend?

16) What criteria is used in assigning students to class for the mentally retarded?

What percentage of your students are so classified?

What percentage of your students so classified are Puerto Ricans?

What percentage of your budget is earmarked for the education of the mentally retarded?

17) What percentage of your students have audio-logical deficiencies?

What percentage of your budget is earmarked for speech therapists and the necessary equipment?

18) What percentage of your operating budget (salaries & equipment) is devoted to foreign language development?

19) Should the techniques used for ESL be identical or different than those used in teaching English as a native language?

Why do you say that?

20) How many dropouts did you have this past school year?

What percentage of them were Puerto Rican, Black and Anglo?

21) Do you have a high school equivalency program?

What percentage of those enrolled are Puerto Rican?

Are you using the GEA test as opposed to the standard GED test?

22) Do you have an Adult Basic Education Program?

What percentage of those enrolled are Puerto Rican?

23) In each grade in your district, what percentage of the Puerto Rican students are reading at their grade level?

Blacks, Anglos?

24) What are the figures for the past five years for Puerto Ricans graduating from high school?

How many of them went on to college?

Are they still in college?

25) If you had the necessary resources, what is the first (second, third) component you would develop to insure equality of education opportunities for your students?

Why don't you do that?

Why don't you recommend it to your Board?

26) How many Puerto Ricans work in your district?
What are their positions?
What are their salaries?

27) Are you being fully responsible by just saying that you are recruiting (more) Puerto Rican teachers?

Is it unreasonable to ask why your district has not created its own Puerto Rican staff and faculty?
Why do you say that?

28) Will you support a locally funded bilingual-bicultural program with significant community input at all levels? Will you go to your Board and make such a recommendation?